

## From the Editors

This issue of *RFL* marks the 17<sup>th</sup> year as a free scholarly online journal at the University of Hawaii. Once again, we would like to acknowledge and thank the National Foreign Language Resource Center (NFLRC), the University of Hawai‘i College of Languages, Linguistics and Literature, and the University of Hawai‘i Department of Second Language Studies for their invaluable support. Their continued funding allows us to offer *RFL* without charge.

This issue of *RFL* includes 8 different articles that include empirical evidence to substantiate assertions about reading in a foreign language. In the first article, Anna C-S Change and Sonia Millett report on an unexplored area of L2 reading research, narrow reading. The study provides evidence to support instructional implications for teaching beginner readers to develop L2 reading fluency. The second article features work by Kate Tzu-Ching Chen that explores reading comprehension and strategies with non-native English speaker graduate students in Taiwan. This is followed by a related study on discipline specific reading experiences and challenges that English as a Second Language learners of different majors face at the university level in the USA, authored by K. James Hartshorn, Norman W. Evans, Jess Egbert and Amy Johnson.

The next group of articles starts with an investigation by Sarenaz Hatami that examines the impact of L2 reading and listening on the incidental acquisition of five different dimensions of vocabulary knowledge, and it also offers findings about the relationship between frequency of word occurrence and vocabulary acquisition with both skills. Next, a study by Shingo Nahatame reveals findings with lower and higher proficiency readers that adopt different standards of coherence while reading. Following this, through an empirical study, Mitsue Tabata-Sandom grounds assertions that an “earlier start” is key to fluency development. Then, authors Blake Turnbull and Moyra Sweetnam Evans investigate the effects on L2 reading comprehension of post-reading group discussion in both L1 and L2. Finally, Jing Zhou reports on different factors that are identified as sources of FL reading anxiety with learners of Chinese.

Jeongim Choi reviews *Extensive Reading Strategies in EFL Classrooms: A Practical Overview for Enhancing Reading Comprehension*, and then there is a discussion, by Musa Nushi, about *Spreader*, a web app used to develop and enhance reading speed.

We make our semi-annual request that those readers of *RFL* who have not yet subscribed to become subscribers at no cost. Subscribers have the option of being notified through e-mail as soon as each new issue is released. We keep all subscriber information confidential. We ask you to subscribe because it will assist us in continuing to obtain institutional support for the journal, keeping it free of charge. So, please take a few moments to fill out the brief [subscription form](#) for *Reading in a Foreign Language*.

*RFL*, like all scholarly journals, depends on the support of individuals with expertise in various areas of second and foreign language reading. The critical and insightful observations and suggestions of the external reviewers allow the journal to maintain the high quality of the articles. However, as *RFL* has become the leading journal in second and foreign language reading, the number of manuscripts that we receive for consideration steadily increases. As a result, we need more and more external reviewers. If any readers of *RFL* would like to be external reviewers, please contact us with the areas of second and foreign language reading in which you have particular expertise.

As always, we would like to have your feedback to the articles that appear in the journal. Please feel free to contact us with your reactions, comments, and suggestions.

We would like to express our thanks to the external reviewers who provided helpful comments on the manuscripts. As noted above, these scholars continue to make invaluable contributions to *RFL*. The following external reviewers took time to do critical evaluations through mid-March 2017:

Laura Allen, Neil Anderson, Aimee Callender, Irina Elgort, Doreen Ewert, William Grabe, Yasuko Kanno, Kyle Kristopher, Jia-Ying Lee, Chris Lima, Meihua Liu, John Macalister, Diane Malcolm, Jeff McQuillan, Aaron Mermelstein, Mark Pacheco, Jeongyeon Park, Michael Rodgers, Susanne Rott, Jeanne Schueller, Etsuo Taguchi, Karl Uhrig, Hilde Van Zeeland, and Aiping Zhao.

Next, we extend our thanks and appreciation to these copy editors:

Greg Gagnon, Reginald Gentry, Jennifer Holdway, Alex Kasula, Jessica Fast Michel, Uy-Di Nancy Le, Treela McKamey, Mike Misner, Aki Omote, Brian Parrott, Kristin Rock, Mitsuko Suzuki, and Jing Zhou.

Finally, we sent out a Statement from the Editors to all readers of *RFL* on February 10<sup>th</sup>, 2017. We reprint the statement here:

- We believe in the power of reading in all languages- reading authentic texts that capture the culture of the lives of everyday people – so that people with different backgrounds, nationalities, and beliefs can appreciate and celebrate each other. There is a strong relationship between scientific research on L2 reading and our everyday lives, as the vast store of knowledge, experiences and culture preserved in L2 texts is invaluable to understanding others. The wider context for the research in our journal is education and social policy, as well as national and international politics.
- We believe in the power of our scholars and readers working together across the world as we publish the highest quality scholarship. *RFL* is widely circulated and highly selective, publishing only 7-10% of all submissions, and the scientific research examines all languages across the globe. We deeply value a long tradition of publishing the research of talented scholars from all around the world.

- Finally, we continue to believe in YOU. We stand by all individual members of our *RFL* community, without regard to language, national origin, race, ethnicity, religion, gender identity, sexual orientation, or any other individual characteristic. On the scientific side, practically all L2 reading competencies are contingent on variation within individuals across all stages of acquisition, and in addition to being committed to the interdisciplinary research agenda that incorporates multiple theories and research paradigms, we are also deeply committed to the long tradition of our journal that publishes research of talented scholars around the world. Thank you for being part of the *RFL* community.